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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

CHCLAH002 Contribute to leisure and health programming

Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to contribute to the creation, planning, coordination, delivery and evaluation of appropriate leisure and health activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> contributed to the planning, delivery and evaluation of 3 leisure and health activities for a client or group of clients documented 4 activity modifications/adaptations that have been investigated visited a suitable outing venue for a chosen client or group of clients performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> at least 15 activity ideas that could be included in a holistic leisure and health program current documentation requirements and expectations within the profession aspects of holistic health: <ul style="list-style-type: none"> emotional social physical mental spiritual

3.2 Learning mapping

CHCLAH002 *Contribute to leisure and health programming*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify activities to match leisure and health needs of the client or group	Topic 1: Identify activities to match leisure and health needs	n/a	n/a
1.1 Work with health practitioners and key stakeholders to develop activity plans	1A Work with health practitioners and others when developing activity plans	1	LC1: Part A 4
1.2 Collect and review relevant information to establish the needs of leisure and health clients, based on the leisure and recreation assessment	1B Collect, review and assess relevant information to establish the needs of a person	2	LC1: Part A 5
1.3 Identify and review a range of possible activities to meet needs	1C Identify and review a range of possible activities to meet needs	3	LC1: Part B 1
1.4 Select activity focus and type based on client needs, organisation's criteria and resource availability	1D Select activity focus and type based on a person's needs, and resource availability	4	LC1: Part B 2
1.5 Undertake an activity analysis to match client needs to the characteristics of the activity	1E Undertake an activity analysis to match a person's needs	5	LC1: Part B 3
1.6 Undertake an assessment of outing requirements, where appropriate	1F Undertake an assessment of outing requirements	6	LC1: Part A 3
1.7 Undertake risk assessment for activities, programs and outings	1G Undertake risk assessment for activities, programs and outings	7	LC1: Part B 4

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

Complete the following task	<ul style="list-style-type: none">• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<ul style="list-style-type: none">• Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCLAH002 Contribute to leisure and health programming, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCLAH002 *Contribute to leisure and health programming*, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Identify activities to match leisure and health needs of the client or group			
1.1 Work with health practitioners and key stakeholders to develop activity plans	Q1		O1
1.2 Collect and review relevant information to establish the needs of leisure and health clients, based on the leisure and recreation assessment	Q2, Q3, Q4, Q5, Q6, Q8, Q9, Q10		O3
1.3 Identify and review a range of possible activities to meet needs	Q7		O6
1.4 Select activity focus and type based on client needs, organisation's criteria and resource availability		CS2	O7
1.5 Undertake an activity analysis to match client needs to the characteristics of the activity		CS3	O9
1.6 Undertake an assessment of outing requirements, where appropriate	Q11		O10
1.7 Undertake risk assessment for activities, programs and outings		CS4	O11
Element 2: Assist with the preparation of activity plan			
2.1 Undertake appropriate planning of activities within team context to ensure client needs are met		CS6	O12

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	CHCLAH002 <i>Contribute to leisure and health programming</i> , Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	